

Sixth Grade

World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

Course Description: *Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.*

Human Origins in Africa through the Neolithic Age:

Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age which led to the development of civilizations.

- 6.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (C, H)
- 6.2 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 6.3 Describe the characteristics of the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)
- 6.4 Explain the importance of the invention of metallurgy and agriculture. (E, H)
- 6.5 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)
- 6.6 Summarize how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (G, H)
- 6.7 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P)
 - the presence of geographic boundaries and political institutions
 - an economy that produces food surpluses
 - a concentration of population in distinct areas or cities
 - the existence of social classes
 - developed systems of religion, learning, art, and architecture
 - a system of record keeping
 - technology
- 6.8 Recognize time designations and the abbreviations, including:
 - B.C.

- B.C.E.
- A.D.
- C.E.
- circa (c. or ca), decades, centuries, prehistoric, historic

Primary Documents and Supporting Texts to Read: Digital collections of early African art and tools, including cave paintings and spears

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.

6.9 On a historical map, locate and describe the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (E, G, H)

6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)

6.11 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)

6.12 Describe how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (C, E, H)

6.13 Analyze the important achievements of Mesopotamian civilization, including but not limited to its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)

6.14 Evaluate the significance of Mesopotamian leaders, including but not limited to Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (C, E, H)

Primary Documents and Supporting Texts to Read: excerpts from the *Epic of Gilgamesh*; digital collections of the ancient Mesopotamian plow, wheel, sailboat, cuneiform tablets, and the stylus

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.

6.15 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

6.16 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H)

6.17 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)

6.18 Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)

6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H)

- the agricultural and irrigation systems
- the invention of a calendar
- main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza
- evolution of writing- hieroglyphics
- the invention of papyrus

6.20 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. (E, H)

6.21 Understand and evaluate the significance of the following: (C, H, P)

- Menes
- King Tut
- Queen Hatshepsut
- Ramses the Great

6.22 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. (C, E, G, H, P)

6.23 Analyze the relationship between religion and the social and political order in Mesopotamia and Egypt. (C, H, P)

Primary Documents and Supporting Texts to Read: Digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza; digital collections of the Pyramid Texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri

Ancient India:

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.

6.24 Locate and describe the major river systems, including Indus and Ganges, and evaluate the importance of each. (C, E, G, H, P)

6.25 Analyze the significance of the Aryan invasions. (C, H, P)

6.26 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. (C, H)

6.27 Outline the social structure of the caste system and explain its effect on everyday life in India society. (C, E, H, P)

6.28 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. (C, H)

6.29 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)

6.30. Identify the important aesthetic and intellectual traditions, including but not limited to Sanskrit literature, including the *Bhagavad Gita*, *Ramayana*, and the *Mahabharata*; medicine; metallurgy; mathematics, including Hindu-Arabic numerals and the zero. (C, E, H)

Primary Documents and Supporting Texts to Read: excerpts from the epic Hindu literature *Bhagavad Gita*; excerpts from *Ramayana*; excerpts from *Mahabharata*; excerpts from Hindu Search for Divine Reality: *The Upanishads*; excerpts from the Buddha's *Two Lessons*

Ancient China:

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.

6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. (C, G, H)

6.32 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. (G, H)

6.33 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. (C, H)

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)

6.35 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. (H, P)

6.36 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)

6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)

6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)

Primary Documents and Supporting Texts to Read: excerpts from The Mandate of Heaven: *The Classic of History*; excerpts from Confucius' *The Analects*

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.

6.39 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt,

Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

6.40 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (C, H, G)

6.41 Describe the monotheistic religion of the Israelites, including: (C, H)

- the belief that there is one God
- the Ten Commandments
- the emphasis on individual worth and personal responsibility
- the belief that all people must adhere to the same moral obligations, whether ruler or ruled
- the Hebrew Bible (Old Testament) as part of the history of early Israel

6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)

6.43 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from the *Old Testament*

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.

6.44 On a historical map of the Ancient Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. Locate Asia Minor, Phoenicia, the Aegean, and the Red Sea. On a modern map of the Mediterranean, Europe, the United Kingdom, the Middle East, and the Indian subcontinent, locate the United Kingdom, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (G, H)

6.45 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)

6.46 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship. (C, H, P)

6.47 Explain why the government of ancient Athens is considered the beginning of democracy and representative government, and explain the development of democratic political concepts in ancient Greece, including: (C, H, P)

- the "polis" or city-state
- civic participation and voting rights
- legislative bodies
- constitution writing
- rule of law

- 6.48 Compare and contrast life in Athens and Sparta. (C, H)
- 6.49 Describe the status of women and functions of slaves in ancient Athens. (C, H)
- 6.50 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (C, H, G)
- 6.51 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)
- 6.52 Describe the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)
- 6.53 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)
- 6.54 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events, and where and how we see their names used today. (C, H)
- 6.55 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)
- 6.56 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, G, H)
- 6.57 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H)
- Thales (science)
 - Pythagoras and Euclid (mathematics)
 - Hippocrates (medicine)
 - Socrates, Plato, and Aristotle (philosophy)
 - Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - the development of the first complete alphabet, with symbols representing both consonants and vowels

Primary Documents and Supporting Texts to Read: excerpts from Homer's *Iliad* and *the Odyssey*; excerpts from Pericles' *Funeral Oration*; excerpts from *Alexander* by Plutarch; excerpts from *Aesop's Fables* (or the *Aesopica*); excerpts from Aristotle's *The Athenian Constitution*; excerpts from *The Battle of Marathon*; excerpts from *Everyday Life in Ancient Greece* (4th Century BC)

The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.

- 6.58 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)
- 6.59 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)

6.60 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including but not limited to Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

6.61 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including but not limited to rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)

6.62 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P)

- Military organization, tactics, and conquests; and decentralized administration
- the purpose and functions of taxes
- the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- the benefits of a Pax Romana

6.63 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)

6.64 Describe the characteristics of slavery under the Romans. (C, E, H)

6.65 Describe the origins and central features of Christianity and its similarities and differences to Judaism. (C, G, H, P)

- monotheism
- the belief in Jesus as the Messiah and God's son who redeemed humans from sin (belief in the Trinity)
- the concept of resurrection
- the concept of salvation
- belief in the Old and New Testament
- the lives and teachings/contributions of Jesus and Saint Paul
- the relationship of early Christians to officials of the Roman Empire

6.66 Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, and explain how internal forces, including the rise of autonomous military powers, political corruption, and economic and political instability, and external forces, including shrinking trade, invasions, and attacks by Germanic tribes, led to the decline and fall of the Roman Empire. (E, G, H, P)

6.67 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (C, H, P)

6.68 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)

Primary Documents and Supporting Texts to Read: excerpts from Roman Literature, including Ovid's *Metamorphoses*; excerpts from *A Dead Sea Scroll: The Essenes' Manual of Discipline*; excerpts from *The Assassination of Julius Caesar*, (44 BC); excerpts from

Gladiators, (50 AD); excerpts from the *New Testament*; Art sculptures depicting Romulus and Remus, Ancient bust of Julius Caesar, discovered by French archaeologist divers scouring the bottom of the Rhône in the southern town of Arles, which Caesar founded in 46 B.C., digital collections of authentic ancient Roman Art and Architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges

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